

## OPINIONS OF TEACHERS OF AGRICULTURAL COLLEGE, BAPATLA TOWARDS TEACHING - LEARNING STYLES

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### ABSTRACT

*Agricultural College, Bapatla was purposively selected out of the six Agricultural College in ANGRAU to know the opinions of teachers towards the Model Class Room. The study was conducted by adopting the Ex - post - facto research design. The respondents for the study include all teachers (56) on rolls as on the date of study in the selected campus. The findings of the study revealed that majority of the respondent Teachers had neutral opinion towards model class room*

**KEYWORDS:** *Opinion, Teachers, Teaching Learning Styles*

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### INTRODUCTION

Teaching is as old as mankind. The ultimate goal of teaching is to achieve mastery in learning and improve the quality of human performance. Davies (1981) stated that successful teaching is nine tenths perspiration and one-tenth inspiration. In other words, besides the art of delivery, the teacher must put in lot of hard work for achieving success in teaching. Teaching cannot happen without learners. In fact, teaching and learning are the two sides of the same coin. A student and teacher's general performance in learning and teaching is influenced by various internal and external factors. The opinions of students towards the model class room collected in the present study are of instrumental Value in improving the model classroom conditions there by improving the learning outcome of the student.

### MATERIALS AND METHODS

The present Study was conducted by adopting Ex - Post - Facto Research Design. by selecting Agricultural College; Bapatla purposively out of the six Agricultural College in ANGRAU, Andhra Pradesh as it is the oldest College with supposed to be well experienced faculty and required Infrastructural facilities. All the 56 Teachers (15 Professors, 20 Associate Professors, and 21 Assistant Professors). Frequency (f) and Percentages (%) were used for statistical analysis.

### RESULTS AND DISCUSSIONS

#### Opinion of Teachers towards Teaching Styles

#### Teaching Styles

A dictionary definition of teaching style identifies it as a manner or mode of acting or performing. There are variety of "modes of performing" associated with our styles as teachers. Several authors focused on these

actions employed by the teachers to describe various elements of style.

**Responses of Teachers towards Teaching Styles Pertinent to the Statements are given below:**

- The table 1 revealed that most of the respondent teachers undecided (33.92%) about his teaching goal and method delivers a variety of student learning styles followed by agree (32.14%) and strongly agree (30.35%).
- Majority (39.28%) of the respondents were strongly agreed for “students working on course activities with supervision from teachers” followed by agree (26.78%), disagree (19.64%) and undecided (14.28%).

**Table 1: Distribution of Respondent Teachers According to their Teaching Styles (N<sub>1</sub> = 56)**

S. No.	Item	Response Categories									
		Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
		F	%	F	%	F	%	F	%	F	%
1.	My teaching goal and method delivers a variety of student learning styles.	17	30.35	18	32.14	19	33.92	2	3.57	---	---
2.	With my supervision, students work on course activities.	22	39.28	15	26.78	8	14.28	11	19.64	---	---
3.	Sharing my knowledge and ideas (views) with students is very key-factor to me.	17	30.35	2	3.57	8	14.28	11	19.64	---	---
4.	Spending my time for consultation with students to improve their work on individual or group projects.	25	44.65	15	26.78	3	5.35	13	23.21	---	---
5.	Group activities in the class encourage students to improve their own ideas about content issues.	8	14.28	19	33.92	24	42.85	4	7.14	1	1.78
6.	Students would address my method and expectations as <u>some what</u> accurate and flexible.	18	32.14	17	30.35	14	25	17	30.35	---	---
7.	Group discussions conducted in the class to facilitate the students to think critically and improve their standards.	28	50	8	14.28	15	26.78	4	7.14	1	1.78
8.	Examples from my personal experiences are used to emulate points about the material.	22	39.28	12	21.42	6	10.71	13	23.21	3	5.35
9.	Lecturing is a key factor of how I teach each of the class sessions.	23	41.17	8	14.28	21	37.5	4	7.14	---	---
10.	I often illustrate the students, how to use various principles and concepts.	15	26.78	25	44.65	9	16.07	7	12.5	---	---
11.	The course aims at specific goals and objectives which I want to accomplish.	12	21.42	21	37.5	17	30.35	4	7.14	2	3.57
12.	Students receive verbal or written feed back in the form of comments based on their performance.	21	37.5	8	14.28	20	35.71	7	12.5	---	---
13.	Students may describe me as a “store house of knowledge” who dispenses the facts and principles what they expect.	15	26.78	23	41.07	9	16.07	9	16.07	---	---
14.	My expectations from the student are well defined in the syllabus.	23	41.07	15	26.78	10	17.85	7	12.5	---	---
15.	The course contains more material than I have time available to accomplish it.	20	35.71	17	30.35	8	14.28	10	17.85	1	1.78
16.	Students might describe me as a “good coach” who works closely with <u>some one</u> to solve the problems in how to think and behave.	25	44.65	16	28.57	9	16.07	4	7.14	2	3.57
17.	I always motivate the students with a lot of personal support and encouragement to do best in the course.	25	44.65	13	23.21	10	17.85	8	14.28	---	---
18.	I keep high standards for students in the class.	21	37.5	19	33.92	11	19.64	3	5.35	2	3.57
19.	I teach students clear enough for completion of tasks in the course.	16	28.57	20	35.71	9	16.07	11	19.64	---	---
20.	I work with the students like a work group manager who delegates tasks and responsibilities.	22	39.28	17	30.35	16	28.57	1	1.78	---	---

F = Frequency, % = Percentage

- “Teacher sharing the knowledge and ideas with students” was strongly agreed (30.35%) by the most of the teachers followed by disagree (19.64%), undecided (14.28%) and agree just 3.57 per cent.
- “Teacher consulting students by spending more time for individual and group projects” was strongly agreed by majority (44.65%) of the respondent teachers followed by agree (26.78%), disagree (23.21%) and undecided (5.35%).
- “Teacher encouraging student group activities to improve their own ideas about content issues” was undecided by most (42.85%) of the respondents followed by agree (33.92%), strongly agree (14.28%), disagree (7.14%) and strongly disagree (1.78%).
- “Teacher practicing accurate and flexible type of teaching methods” was interestingly strongly agreed by the most (32.14%) of the respondent teachers followed by disagree and agree with equal per cent (30.35%), and undecided (25%).
- “Group discussions conducted in the class to facilitate the students to think critically and improve their standards” was strongly agreed by the half of the (50%) respondents followed by undecided (26.78%), agree (14.28%), disagree (7.14%) and strongly disagree (1.78%).
- “Examples from teachers personal experience are used to emulate points about the material” was strongly agreed (39.28%) followed by disagree (23.21%), agree (21.42%), undecided (10.71%) and strongly disagree (5.35%).
- “Lecturing is a key factor of how teacher can teach each of the class sessions” was strongly agreed by the higher proportion (41.07%) of the teachers followed by undecided (37.5%), agree (14.28%) and disagree (7.14%).
- “Teacher often illustrate the students, how to use various principles and concepts” was agreed by majority (44.65%) of the respondents followed by strongly agree (26.78%), undecided (16.07%) and disagree (12.5%).
- “The course aims at specific goals and objectives which teacher want to accomplish” was agreed by the most (37.5%) of the respondents followed by undecided (30.35%), strongly agree (21.42%), disagree (7.14%) and strongly disagree (3.57%).
- “Students receive verbal or written feed back in the form of comments based on their performance” was interestingly undecided by the one third (35.71%) of the respondents followed by strongly agree (37.5%), agree (14.28%), disagree (4.5%).
- “Students may describe teacher as a “store house of knowledge” who dispenses the facts and principles what they expect” was agreed by the majority (41.07%) of the respondents followed by strongly agree (26.78%), undecided and disagree distributed equally (16.07%).
- “Teachers’ expectations from the student are well defined in the syllabus was interestingly” strongly agreed by the majority (41.07%) of the respondent teachers followed by agree (26.78%), undecided (17.85%) and disagree (12.5%).
- “The course contains more material than teacher have time available to accomplish” it was strongly agreed by the higher proportion (35.71%) of the respondents followed by agree (30.35%), disagree (17.85%), undecided (14.28%) and strongly disagree (1.78%).

- “Students might describe teacher as a “good coach” who works closely with someone to solve the problems in how to think and behave” was interestingly strongly agreed by the most (44.65%) of the respondents followed by agree (28.57%), undecided (16.07%), disagree (7.14%) and strongly disagree (3.57%).
- “Teacher always motivate the students with a lot of personal support and encouragement to do best in the course” was interestingly strongly agreed by the majority (44.65%) of the respondents followed by agree (23.21%), undecided (17.85%) and disagree (14.28%).
- “Teacher keep high standards for students in the class” was interestingly strongly agreed by the most (41.07%) of the respondent teachers followed by agree (33.92%), undecided (19.64%), disagree (5.35%) and strongly disagree (3.57%).
- “Teacher can teach students clear enough for completion of tasks in the course” was agreed by the majority (35.71%) of the respondents followed by strongly agree (28.57%), disagree (19.64%) and undecided (16.07%).
- “Teacher work with the students like a work group manager who delegates tasks and responsibilities” was interestingly strongly agreed by the most (39.28%) followed by agree (30.35%), undecided (28.57%) and disagree (1.78%) by the respondents.

These findings are inconformity with the findings of the Vijayabhinandan (2003).

## CONCLUSIONS

Most of the respondent teachers undecided (33.92%) about his teaching goal and method delivers a variety of student learning styles followed by agree (32.14%) and strongly agree (30.35%). Most of the respondents were strongly agree for students working on course activities with supervision from teachers. Teacher sharing the knowledge and ideas with students was strongly favoured by the majority of the teachers. Teachers spending more time for individual and group projects was strongly favoured majority of respondents. Group discussions conducted in the class to facilitate the students to think critically and improve their standards was strongly favoured by the teachers. Examples from teachers personal experience were very useful to emulate points about the material. Lecturing is a key factor of how teacher can teach each of the class sessions was strongly agree by the higher proportion of the teachers. Teacher often illustrate the students, how to use various principles and concepts was agreed by majority of the respondents. The course aims at specific goals and objectives which teacher want to accomplish was agreed by the most of the respondents. Students receive verbal or written feed back in the form of comments based on their performance was favoured by the respondent teachers. Students may describe teacher as a “store house of knowledge” who dispenses the facts and principles what they expect and students might describe teacher as a “good coach” who works closely with someone to solve the problems in how to think and behave was interestingly strongly agreed by the most of the respondents. Teacher always motivate the students with a lot of personal support and encouragement to do best in the course and teacher keep high standards for students in the class were interestingly strongly agreed by the most of the respondent teachers. Teacher can teach students clear enough for completion of tasks in the course and teacher work with the students like a work group manager who delegates tasks and responsibilities were interestingly strongly agreed by the majority because students enrich in their knowledge if the doubts were cleared and works under a good manager that is teacher.

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